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public hygiene. Chaps. iii-iv: Political democracy presupposes insight and efficiency in the functions of citizenship. General education is required for this purpose; however, political democracy and economic equality are so intimately bound up, that, to secure the former, provision must be made to insure the latter, through vocational education. Chap. v: Euthenics endeavors to eliminate the sources of degeneration, and nurture the new and fresh. Eugenics has its share in race improvement in denying parenthood to the unfit. The tuberculous, epileptic, feeble-minded, insane, and criminal should be sterilized. Chap. vi: The individual must be socialized. Working alone, he is a pigmy, co-operating he may be a giant. The social group must be individualized. It must not be an end in itself, but a benefit to each of its members. The social group often conspires to undermine and exploit the general public and rival groups. To correct this, society as a whole should fix the responsibility of the social group, so that it, or individuals in the group, may not hide behind the organization to offend.

Part II, "The Studies," has to do with (a) the bases for the selection of the studies which make up the curricula; (b) a classification of the studies into significant groups; (c) the function and worth of the studies; (d) finally a chapter on the organization and administration of the studies and courses. In this chapter special emphasis is laid on the twofold aspect of instruction, i.e., the acquisition of knowledge and the practice of it to the point of efficiency in use.

The thing of most value in this book is the broad view presented in the impartial treatment of the function and worth of the studies and study groups. The obvious limitation in a philosophic handling of this sort of material is the necessity of making many positive statements of debatable issues. The chapters on "The Basic Ideals" are fundamental to an understanding of secondary problems, but lose some force in presentation because they are entirely disparate. The two chapters on general education for political democracy versus special education for economic democracy are a splendid treatment of the pros and cons of cultural and vocational education. Eugenics and euthenics are treated in such a way that supporters of both the environment and heredity theories of race improvement are given their sop in an unusually sane and valuable chapter for the teacher.

D. W. HORTON

MISHAWAKA, IND.

Elementary Experimental Chemistry. By F. E. WATSON, B.Sc. (Lond.), F.C.S., Head of the Chemical Department, The Polytechnic, London. London: Longmans, Green & Co., 1911. Pp. vi+140.

For a book published in England, this shows a remarkable reaction from the heuristic method of teaching elementary chemistry. The results expected are deliberately foretold, and we find paragraphs with such headings as, "To

show that the red calx of mercury contains mercury and a gas," "To show that oxygen is heavier than air"; and detailed instructions such as, "Show that they [crystals] are easily soluble in water producing a solution acid to litmus," "Result [of quantitative work] should be as given at the beginning of this experiment." In some quarters, such attempts to prevent the pupil from finding things out for himself by careful observation are considered criminal.

But the aims of a polytechnic are not identical with those of a secondary school, and it is true that the purely demonstration method imparts a maximum of technological knowledge with a minimum of effort on the part of the student. The influence of the author's London B.Sc. examination, also, doubtless persists, for the fact-cramming demonstration method is a time-saver, in that it devotes no time to the endeavor to develop the student's powers of observation and reasoning, which, in examinations, are of little marketable value.

One is glad to be able to say that the 78 illustrations, from photographs, are excellent.

ALAN W. C. MENZIES

OBERLIN, OHIO

Culture, Discipline and Democracy. A. DUNCAN YOCUM. Philadelphia: Christopher Sower Co., 1913. Pp. vii+320.

This is one of the comparatively few books that have appeared within the last decade that is saturated from beginning to end with an educational philosophy. Moreover the philosophy is sane. The great issues underlying most of our present controversies, rather than the controversies themselves, are related into a complete educational scheme. Although the book is essentially a philosophical treatment of the principles of education, the author shows that he is sympathetic with modern experimental work by outlining many problems for investigation.

The underlying thesis of the book is an analysis of self-activity into its various aspects and the evaluation of each in terms of relative worth. Dr. Yocum contends that the end of education is not knowledge, information, or methods of work, but activity directed into useful channels. Consequently relative worth supplies the only rational basis for estimating the value of culture and of discipline, for determining modifications in the course of study, and for varying the modes of instructions.

Dr. Yocum outlines his theory as follows: "For from the standpoint of culture and discipline as distinct from democracy, I have been forced to see that for the majority of individuals who do not continue to lead the life of academic specialists, no discipline can be lasting or culture continuing which is not closely related to everyday life. And to an education which is democratic only in opportunity, I have gradually come to add education which is democratic, on the one hand, in its ideals, its subject-matter, its organization and its method, and on the other, in compulsion which demands not only that each individual shall have through compulsory school attendance the rudi-